

**SPRING 2020 DISTANCE LEARNING REVISION**

**GEOG 24100: Population Geography**

Department of Geography and Environmental Science  
Hunter College of the City University of New York

<i>Instructor:</i>	Ramiro Campos	<i>Term:</i>	Spring 2020
<i>Office:</i>	We will meet in the Course Ultra Virtual Meeting Room	<i>Class Meeting Days:</i>	Asynchronous
		<i>Virtual Meeting Hours:</i>	6:30 pm – 7:30 pm
<i>E-Mail:</i>	<a href="mailto:rcampos@hunter.cuny.edu">rcampos@hunter.cuny.edu</a>	<i>Class Location:</i>	Online
<i>Ultra hours</i>	Tuesdays, 6:30 pm – 7:30 pm		

**I. University Course Catalog Description**

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This course examines the geographic aspects, interpretation, and analysis techniques of fertility, mortality and migration. This course also examines population growth in relation to resource bases. Finally, this course examines processes and impacts of immigration and urban ethnicity.

**II. Student Learning Outcomes**

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By the end of the class, learners should be able to:

1. Apply insights from population geography, including spatial concepts, geographic methods, and statistical measures, and learn how to compute and analyze them
2. Apply insights from population to interpret human impacts on the environment.
3. Analyze the spatial distribution of population growth and change.
4. Analyze the drivers and implications of population growth and change.
5. Evaluate arguments and points of view related to immigration and internal migration; age; race; gender; refugee movements; resource scarcity; conflict.
6. Communicate with a range of audiences, with research based on geographic data and literature.
7. Compute measures of population growth and change.
8. Create demographic profiles of different places at different scales around the world, in particular:
  - a. Use Excel to compute demographic measures at multiple scales (national, state, county, census tract)
  - b. Use data from the US Census, the Population Reference Bureau, the National Center for Vital Statistics, and other sources to work individually and collaboratively to study demographic change
  - c. Be able to go from a question to a formula, to data, to analysis, to appropriate interpretation, to a formal presentation of results
  - d. Identify and use sources of demographic data, and well as explain data limitations, confidentiality, anonymity, aggregation/disaggregation issues, and appropriate unbiased interpretation of results

### III. Course Prerequisites

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The prerequisites for this course are GEOG 10100 or GEOG 15000 or the instructor's permission.

### IV. Required Texts and Materials

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There will be no textbook required for this course.

### V. Supplementary Materials

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There will be supplementary material gathered from publicly available internet sources such as the US Census Bureau. Please check Blackboard for all quizzes and assignments.

### VI. Basis for the Final Grade

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#### Basis for Overall Semester Grade.

Assessment	Percent of Final Grade
Two Longer semester quizzes (5% each) And 6 shorter quizzes (2.5% each)	25%
Four Lab Assignments (5 pages each, 5% each)	20%
5 Discussion Board Assignments (7% each)	35%
Participation (this is subject to revision)	10%
Final Exam (more details in May)	10%
	100%

- ~~1. There will be no extra credit given for this course.~~
2. Most of your semester grade will depend on your attendance and participation in class as this will form the basis of the quizzes and lab assignments. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment.
- ~~3. No late assignments will be accepted past the due date.~~
4. No grades of "incomplete" or INC will be given except in cases of extreme circumstances.
- ~~5. A CR/NC grading option is available as per Hunter College guidelines. CR/NC forms must be submitted to the instructor no later than 15 minutes prior to the final exam. I will not accept CR/NC forms once the final exam has begun.~~

### VII. Grade Dissemination

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Grades will be posted on Blackboard.

The Hunter College grading system is used in this course.

<http://catalog.hunter.cuny.edu/content.php?catoid=28&navoid=5814>

## **VIII. Course Policies**

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*Academic integrity:* The CUNY academic integrity policy (<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>) prohibits cheating, plagiarism, obtaining unfair advantage, and falsifying records. Students who violate the policy will receive a failing grade.

### **Hunter College Policy on Academic Honesty**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

### **Students with Disabilities**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you need disability-related accommodations for your work in this course, please let me know.

### **Hunter College Policy on Sexual Misconduct**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444) b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) of Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/ab>

### **Communications with the Instructor**

1. Please check Blackboard regularly for announcements and updates.
2. We will meet via Blackboard Collaborate Ultra during normally scheduled class hours.
3. *Email is the best way to get in touch with me*, aside from office hours. Please use appropriate email etiquette in all communications (for more info, see <http://www.wikihow.com/Email-a-Professor>).
4. Should you need to contact me, please email me at [rcampos@hunter.cuny.edu](mailto:rcampos@hunter.cuny.edu), with GEOG 241 in subject line and sign your name as it appears in CUNYFirst. I will do my best to respond within 48 hours, except for the weekends, when I might take longer.

### **Other important considerations**

- Late submissions are not accepted, unless there is a documented conflict like emergencies or university-sanctioned travel. I may request additional documentation.
- Participation is measured through a combination of attendance surveys and my evaluation of your contributions to the classroom environment. Please show respect for your colleagues by arriving to class on time and prepared to discuss the material. Please see the grading scale below.
- Technology:

Participation will be graded by

1. how prepared you came to our Collaborate Ultra sessions,
2. how reliable were you to answer questions asked by the instructor,
3. how often you asked questions of the course material in class, whether readings, or assignments
4. and how much you contributed to the learning environment.

**10**—means you had near-perfect attendance, were always ready and eager to answer questions, brought questions to class about readings and assignments, never looked at your phone or were otherwise distracted, worked cooperatively with your peers and asked insightful questions that contributed to the learning environment and were one of the MOST valuable students in the class.

**9**—Because a 10 is unrealistic, but you put in an eager and sincere effort and were a student who always worked cooperatively with everyone in the class and thus were a student that contributed to the learning environment and were a valuable student to the course

**8**—means that you could be counted on to answer questions, were eager to answer questions, and were a valuable student to the course.

**7**—means that you could be counted on to answer questions but were not very eager work on the lab material.

**6**— means you came to class but rarely participated or contributed to the learning environment.

**5**—means you could be counted on to answer questions only occasionally and did not come prepared as often as you should have, and your attendance was sporadic.

**4**— means you came to class but never participated.

**3**—means you fell asleep more than 3 times this semester or were constantly distracted or on your phone in class. In other words you were on social media or doing assignments for other courses.

**.007**—means I don't know who you are because missed class more than 5 times this semester.

### Tentative Course Schedule

<b>Week</b>	<b>DATE</b>	<b>Topic</b>
Week 1	January 28	Introduction to Population Geography <ul style="list-style-type: none"> <li>• Exploring Census Tracts—LAB 1</li> </ul>
Week 2	February 4	Structure of the Population <ul style="list-style-type: none"> <li>• Exploring Population Pyramids—LAB 2</li> </ul>
Week 3	February 11	The Demographic Transition <ul style="list-style-type: none"> <li>• Exploring the Momentum Factor—LAB 3</li> </ul>
Week 4	February 18	The World Population Patterns <ul style="list-style-type: none"> <li>• Exploring World Fertility Patterns—LAB 4</li> </ul>
Week 5-6	February 25	Political Economy and Population
Week 7	March 10	The US Census <ul style="list-style-type: none"> <li>• Exploring “Apportionment”—Reflection Paper 1 is due</li> </ul>
Week	March 17	<ul style="list-style-type: none"> <li>• RECESS</li> </ul>
Week 8	March 24	The United Nations and Population <ul style="list-style-type: none"> <li>• Exploring the SGD’s</li> </ul>
Week 9	April 7	The United Nations and Population <ul style="list-style-type: none"> <li>• Exploring the Life Table and Maternal Health</li> </ul>
Week 10-11	April 14-21	Introduction to Migration/Political Economy and Migration Theory
Week 12	April 28	Change Early US Immigration
Week 13	May 5	US Immigration Law and Reforms
Week 14	May 12	Refugees, Asylees, Diasporic Communities

Tentative Exam Date and Time: May 19, 2020. 6 pm. The Final Exam will be cumulative. There will be no make-up exams.